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ABSTRACT

This module is intended to help prospective school counselors continue to understand their own self/career paths and begin to explore the dimensions and components of self/career development for learners in kindergarten through grade 12 (K-12). Unit 1, "Image Recall: Assessing One's Own Self/Career Development," briefly reviews career development theories to enable prospective counselors to examine how their own developmental self/career processes have been emerging. Unit 2, "Jobline: Looking at Work and Jobs," asks prospective counselors to complete a time-dimensional "Jobline" and share information on future plans, values, and obstacles. Unit 3, "A K-12 Self/Career Development Plan: Thinking the Priorities," provides an overview of K-12 self/career development priorities with tasks assigned and resources explored. Specific career development competencies are listed for elementary, middle/junior high, and high school students, along with names and addresses of resource persons and a list of resource materials. Unit 4, "A Field Visit: Experiencing Components of a Self/Career Development Program," provides instructions for a school visit to gain hands-on experience with selected aspects of a K-12 self/career development program. (TE)

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SELF/CAREER DEVELOPMENT: A HELPING ROLE FOR THE SCHOOL COUNSELOR

SCHOOL COUNSELOR EDUCATION PROGRAM IMPROVEMENT GRANT
(1987-1988)

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Note of Appreciation

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Louis Thayer
EMU - 1988

SELF/CAREER DEVELOPMENT: A HELPING ROLE FOR THE SCHOOL COUNSELOR

INTRODUCTION

The goal of this module is to help prospective school counselors continue to understand their own self/career paths as well as begin the process of exploring and learning about the dimensions and components of self/career development for learners in K-12 schools. It is a very active process for the prospective counselors.

In this short learning module, there is going to be an emphasis on self-development and a career-oriented process. A focus will be placed on the person in the process. Prospective school counselors will be encouraged to review their own career development as well as prepare to help others in their learning and development.

There is a need for a plan which helps individuals focus on their inner worlds and develop self-esteem and self-confidence. The inner worlds of learners are as important for exploration and understanding as learning about the world in which we live -- our environment. And learners need to have special opportunities to explore and understand the relationships between these two worlds -- inner and outer. Prospective counselors and learners may seek learning experiences which show the environment for individuals and how individuals grow and develop as the environment changes. There is a "relativeness" factor in the process.

As prospective school counselors prepare for a helping role, they need to examine the need for comprehensive K-12 self/career development plans in schools. And these plans, most likely, will

include learners, teachers, counselors, parents, administrators, and the larger community outside of the schools. Yet, most of all, the person needs to be the focus in the process. It can be a fluid, moving, flexible, ever-changing, challenging, and encouraging process for the learner.

The module begins by helping the participants review their own self/career development. They will be encouraged to think in terms of developmental self/career processes and briefly review career development theories as they examine how some of their own patterns have been and are emerging. An overview of K-12 self/career development priorities and directions will be reviewed with tasks assigned and resources explored. A field visit will be planned to get some hands-on experience with resource materials and a career center. Prospective counselors will be encouraged to prepare some process components of selected parts of a K-12 program. Counselors will listen to a career counseling session to understand key human dimensions of the career decision-making process. Prospective counselors will have an opportunity to review additional material for use in the establishment of a self/career development program. "Futures" in self/career/life development programs will be discussed. Counselors will be challenged and encouraged to discover or to create better ways to facilitate self-development and better ways to understand the societal environment for careers as well as how the external and internal worlds of learners intertwine.

I. IMAGE RECALL: ASSESSING ONE'S OWN SELF/CAREER DEVELOPMENT

This component helps prospective school counselors review their own self/career development process as it has occurred and as it is emerging. While in a state of relaxation, counselors are asked to visualize previous and present experiences which relate to self-development and career directions. Counselors will be asked to pay attention to the influences of family, teachers, relatives, heroes and heroines, lovers, villains, and other people. Counselors will be asked to gain a sense of their own developmental processes and what values seem inherent in their encounters with people, influences, and experiences. How have these experiences affected their own values processes? After the visualizing process, the counselors will have an opportunity to explore and discuss their image recall experiences with other counselors.

Objectives

1. Prospective counselors will have an opportunity to explore and understand their own self and career developmental processes and how these processes continue to emerge.
2. Prospective counselors will assess their own values development in light of the influences of previous experiences.
3. Prospective counselors will be asked to consider their future directions and the effects of their valuing processes on their decision-making.

Process

The process for this component is expected to take from 45-60 minutes; however, it could be expanded up to two hours with additional emphasis on values and people who have aided participants with decisions.

1. The facilitator begins with relaxing music as the session opens. A choice of some "new age" music may help set the tone for the Image Recall activity.
2. Participants are informed about the overall nature of the activity and are asked to begin by relaxing and closing their eyes.
3. The facilitator encourages physical relaxation as participants are prepared for the visualizing process.
4. Just before participants are asked to go to that "eye in their minds," the facilitator indicates that they will be focusing upon their self/career development and the people and values which have influenced their career directions.

As the facilitator continues to encourage relaxation, stimulus statements are provided for the participants along these dimensions. Several seconds of pause are given between statements.

"Please visualize your elementary school years and any experiences that seemed to have a positive effect on

your self-esteem. Who were the people who helped you believe in your self-worth?

Please visualize any jobs or responsibilities at home or at school that you had during these years. Picture yourself doing these tasks. Pay attention to your feelings concerning these jobs.

As you are visualizing, continue the process and carry it on into your middle school/junior high school years. Who were the people that had a positive influence on you? A less than positive influence on you? Picture yourself in the job experiences that you had. How did you feel about yourself with these responsibilities? What values did your family seem to encourage? As you picture your family and/or important others during this time, what kinds of work did they discuss, how did they help you develop, and how did they communicate values to you? Did you have any job interests at this time?

As you move on and visualize your high school experiences, how was your self-concept developing? Continue to picture your family and/or important others during this time. Picture the people that were influential in your life -- good and not so good. What were your job experiences or other responsibilities? What values seemed to be forming about yourself and

work? How easy was it for you to decide things? What things helped you in exploring future careers?

Please continue visualizing, focusing on your self/career development, and asking questions about values, decision-making, career directions, and helpful people along the way.

Picture the jobs and responsibilities that you have had since high school. What experiences and people affected your decisions on your career selections?

For a moment, picture the next five years in terms of what you might be doing in your work. What is your career direction? How are your values changing?

As you come back from the image recall, please continue to relax and keep in mind what you have pictured and thought.

Please open your eyes and adjust to the light again. Please select a partner whom you trust in order that you can share your Image Recall experience.

As you take about ten minutes for each partner to share, try to answer these questions. (Please see Worksheet #1)

a. Who had the most effect on my self-development? What people? What experiences?

b. What were the messages about work and life that came from significant others? Please identify the people.

c. What values seemed to be significant to you? What were their sources? Can you list your top eight values?

d. What are your positive work qualities/strengths? Please list several.

e. What role have feelings and attitudes played in your self/career development?

5. The facilitator reconvenes the large group to assess the experience and discuss developmental issues of self and career as well as what factors have contributed to self-esteem, acceptance of self, acceptance of change, openness to experience, values development, risk-taking, decision-making, trust in self, and helping others with self/career development.

6. At this point, the facilitator may make an assignment for the next class session. Based on the Image Recall activity, participants may be asked to write a two-three page paper on their own self/career development. They may be encouraged to be a bit theoretical about their developmental stages and how their career directions have emerged. And they may be encouraged to predict what future terms of work are emerging for

them. In essence, they may be asked to give a thumbnail sketch of their own self/career development and how schools could have facilitated the process more effectively.

Or

The facilitator may use the following questions as a stimulus for the self/career development paper. (Please see Worksheet #2.)

* How have I come to have the the career I have?
* How have I come to have my present thoughts and feelings on this career?
* What images accompany my thoughts and feelings regarding my career?
* How have I come to be the person I am at work?
* How can I use my potential to achieve the kind of career I want?

(Thayer, 1981, p. 52)

Resources

Thayer, L. (Ed.)(1976). 50 Strategies for experiential learning: Book one. San Diego: University Associates, Inc. (Especially) #33 -- "Work-Related Concepts: Increasing Personal Awareness" by Cheng C. Liu.

Thayer, L. (Ed.)(1981). 50 Strategies for experiential learning: Book two. San Diego: University Associates, Inc. (Especially) #7 -- "Career Development: Understanding Yourself and Others" by Carol A. Burden.

#8 -- "The Last Paper: Focusing on Career Development" by Louis Thayer

Also #'s -- 6, 13, 14, 19, 28, and 31.

A facilitator may wish to visit the Earth Wisdom Music shop to review audiotape cassettes of "new age" music. The facilitator may wish to review such artists as Steven Halpern, Michael Jones, George Winston, Christopher Parkening, etc.

Earth Wisdom Music
314 E. Liberty (inside Seva)
Ann Arbor, MI 48104
Phone: (313) 769-0969

Special Materials

Worksheet #1

IMAGE RECALL
Questions for Consideration

a. Who had the most effect on my self-development? What people? What experiences?

b. What were the messages about work and life that came from significant others? Please identify the people.

c. What values seemed to be significant to you? What were their sources? Can you list your top eight values?

_____	_____
_____	_____
_____	_____
_____	_____

d. What are your positive work qualities/strengths? Please list several.

e. What role have feelings and attitudes played in your self/career development?

Worksheet #2

THE LAST PAPER: CAREER DEVELOPMENT

The area of career development is receiving much attention throughout our country. A prerequisite for setting new career directions is the assessment of the development of current attitudes, behaviors, and learnings that pertain to work.

Because this task focuses on self-assessment, it is highly personal and difficult to evaluate. Consequently, it must be undertaken on a strictly voluntary basis; no evaluation or judgment accompanies the task.

The Task

If, for some unknown reason, this were to be your last paper ever written concerning your career development (professional field), try to write a paper in which you would assess and specify your significant learnings up to this point. Through reading this paper, a person could come to know you, gain a clearer understanding of your career development, your philosophy of work, your significant learnings gained from work, and the new directions (goals) you plan to pursue in your work.

When you are preparing this paper, give consideration to the following questions.

* How have I come to have the career I have?
* How have I come to have my present thoughts and feelings on this career?
* What images accompany my thoughts and feelings regarding my career?
* How have I come to be the person I am at work?

* How can I use my potential to achieve the kind of career I want?

Expectations on the Task

The following statements are the facilitator's expectations concerning the paper and the process.

1. If you choose to complete the task, you need an appropriate amount of time and energy to spend on the task.
2. The length of the paper is self-determined.
3. The paper will not be evaluated or judged. Any course grade involved will be affected only insofar as the paper is part of a contractual agreement for a grade.
4. The paper need not be handed in as part of the contractual agreement as long as the facilitator knows that the paper has been completed.
5. It is very beneficial for you to share your paper with a significant other person in your life. The person should be someone whom you can trust and respect. After the person reviews your paper, have him or her relate to you some of his or her perceptions about you and your behavior in relation to your career/work.
6. If you choose to allow the facilitator to read your personal paper, it signifies a trust in him or her. Ask the facilitator to give you honest perceptual feedback concerning his or her perceptions of your paper.

7. It would be most interesting to save your paper for reading at some future date to note your changes and personal growth.

(Thayer, 1981, pp. 52-53)

II. JOBLINE: LOOKING AT WORK AND JOBS

In this component, prospective counselors will have an opportunity to continue the process of self-exploration and self-assessment. Counselors will be asked to look specifically at all the jobs, large or small, which they have ever held. They will be asked to note these on a time-dimensional "Jobline" and note the amount of self-esteem/confidence experienced on the job along with the people who seemed to be present and influential at the time. Counselors will be asked to put some future plans, dreams, obstacles, values, and people on the "future" parts of their Joblines. After assessment of the Jobline process and the consideration of a personal theory of career development, the facilitator will provide a brief overview of career development theories through a mini-lecture or handout.

Objectives

1. Prospective counselors will be asked to complete a Jobline consisting of all work or jobs held along with notes about self-esteem/confidence and people surrounding each job.
2. Prospective counselors will be asked to disclose with another counselor what they have written on their Jobline. Partners will be encouraged to attempt to understand the developmental process of their counselors.
3. Prospective counselors will be asked to write a paragraph discussing how their partner's career

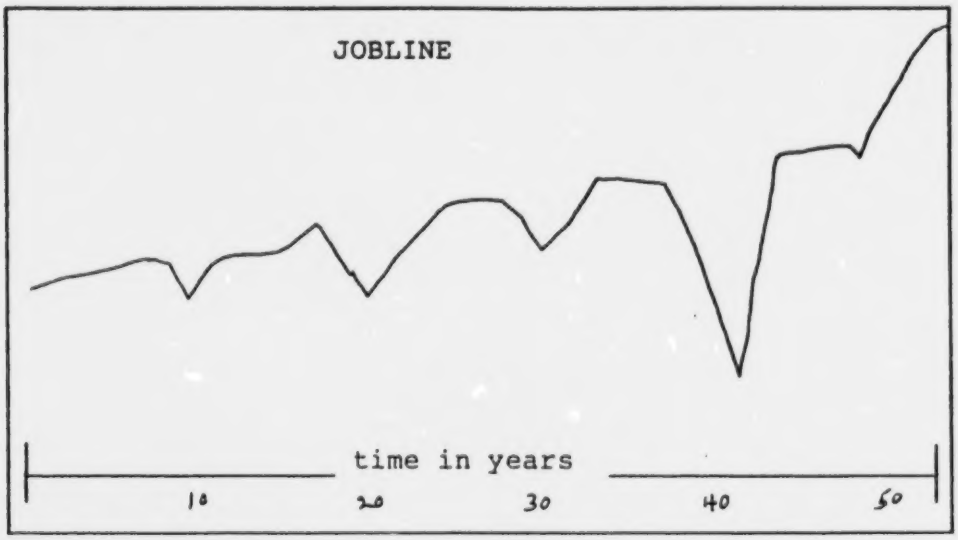
processes and patterns have emerged. These paragraphs may be shared with the class.

Process

This part of the module will take approximately 60 minutes. The facilitator may expand the process with a special focus on the "future" part of the Jobline activity. Small groups may be used for additional discussions.

1. The facilitator begins the session with relaxing music to set the tone for the sharing activity. After an overview of the activity is provided, the facilitator provides a piece of 8 1/2" x 17" paper for each participant. Then, the large group is asked to break up into dyads by picking a partner with whom each will feel comfortable sharing information on personal career development.

2. The facilitator, while drawing his or her own work/jobs Jobline on the chalkboard, asks participants to draw a Jobline on their papers which represents their life with all the ups and downs. They are asked to start the line as far back as they can remember, bring it up to the present, and let it go into the future as far as they can predict or dream.



3. Participants are asked to note on their Joblines all the jobs, work, and work-like responsibilities that they have ever experienced, regardless of how large or small the job. Even jobs that were held as a child are to be noted on the line. Please have participants note their approximate age alongside the job marking point and indicate briefly their level of self-esteem (high, moderate, low) at the time.

4. After filling in their Joblines (jobs/work/responsibilities, ages, and self-esteem levels), the participants are asked to share this information with their partners by taking turns. Allow about 10 minutes for the sharing.

5. Then, ask the participants to note influential people on the Jobline, especially around the jobs. Participants are asked to note who was encouraging and

who was discouraging in terms of values, self-esteem, jobs, and career directions. Were there any villains connected with the jobs? Were there any family messages that affected self/career development? What values specifically were communicated by your family? Did you like the jobs? The facilitator may wish to give several examples here.

6. Again, the participants are asked to share this "people" information with their partners. Participants are encouraged to look at the effects which important people have had on their lives. Allow approximately 10 minutes for this step.
7. Next, the facilitator asks the participants to chart the "future" part of their Joblines with some predictions on the ups and downs, influential people, levels of self-esteem, untapped potentials, untried dreams, unexplored territories within the self, and career directions of interest. Participants are asked to note the places on their Joblines where these events/changes may occur and what might be especially helpful in meeting future career goals and values.
8. The participants are asked to share with their partners the new information from the "future" part of their Joblines. Allow approximately 10 minutes.
9. With a bit of a twist now, each partner is asked to write a paragraph on their partner's self/career development. After this paragraph is written,

participants are asked to give the writings to their partners and discuss with them these perceptions of the person's career development patterns/themes and related feelings, thoughts and meanings, and especially, what self/career aspirations continue to emerge. Allow approximately 15 minutes for the writing and discussion.

10. The facilitator brings the total group together again to discuss the values of the activity and the general learnings. What experiences and people helped participants most in self/career development, and how could these ideas be related to career development programs in schools?
11. At this point, the facilitator shares briefly some information on career development theories and asks participants to compare and contrast their own developmental processes with one or two theories. The facilitator may share the theoretical information by means of a mini-lecture or a handout.
12. In preparation for the next class session, the facilitator divides the class into at least three special interest groups -- elementary school self/career development, middle school/junior high school self/career development, and high school self/career development. Each special interest group is to prepare a 20-30 minute presentation on

self/career development at the appropriate level and include the following topics:

a) Goals and objectives for a self/career development program;

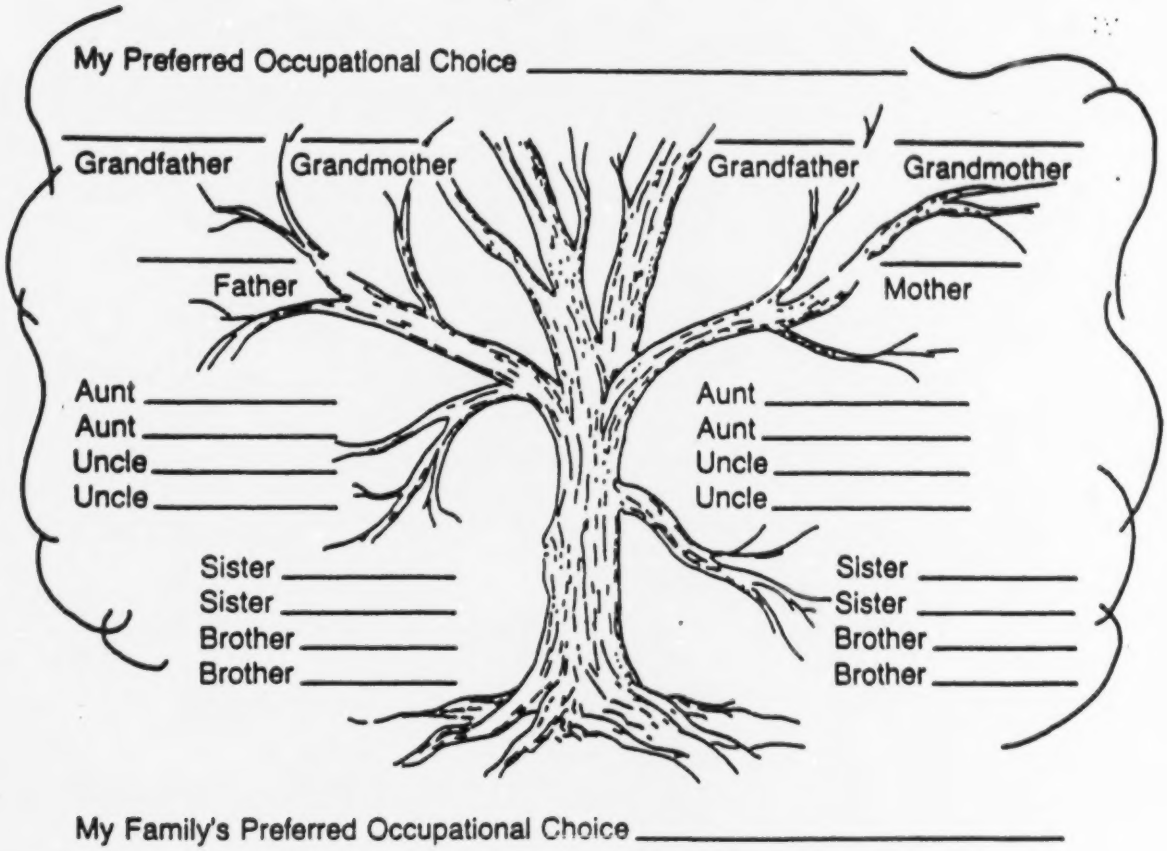
b) An example of a self/career development activity at each grade level (Please see example on Worksheet #3 at the end of Segment III); and

c) Questions which they have regarding the establishment and implementation of a self/career development program.

Several resources for review are listed at the end of Segment III.

Resources

Dickson, G.L. & Parmerlee, J.R. (1980). The occupational tree: A career counseling technique. The School Counselor, 28, p. 101. The facilitator may wish to use the "Occupational Family Tree" on p. 101 for an expanded exploration on the part of the participant with a focus on family. The copyright holder of this information is the American Association of Counseling and Development.



Gladding, Samuel T. (1988). Counseling: A comprehensive profession. Columbus, OH: Merrill Publishing Company. Gladding provides summaries of career development theories and theories of career counseling on pages 384-396.

Peterson, J.V., & Nisenholz, B. (1987). Orientation to counseling. Boston: Allyn and Bacon, Inc. These authors provide summaries of five major types of approaches to career development on pages 240-247. Trait-Factor theory, decision-making theory, situational approaches,

psychological/personality based theory, and the developmental approach are reviewed.

Belkin, G.S. (1988). Introduction to Counseling (3rd. ed.). Dubuque, Iowa: Wm. C. Brown Publishers. Belkin provided summaries of several career development theories.

Special Assignments

The facilitator may make an assignment of a written paper based strictly on the family occupational tree, family influences, family values, jobs held by the participant, kinds of work done, influential people, kinds of effects on development, and future self/career directions emerging for participants.

III. A K-12 SELF/CAREER DEVELOPMENT PLAN: THINKING THE PRIORITIES

First of all, a goal of this segment is to stimulate the thinking of prospective counselors on the rationale and components of a K-12 self/career development plan. Counselors need to have opportunities to study the developmental changes occurring in growing learners. The facilitator has the task of supplying the counselors with some of the thinking, current developments, and resources for the implementation of a comprehensive plan. Of special note in this segment will be the contacting of one or more resource people who are currently administering programs or developing new models for research and practice. The contact will be made by telephone. Prospective counselors will be prepared to ask questions about K-12 programs in this tele-lecture format. Counselors will be encouraged to be very active with special assignments for class sharing. Every aspect of this segment is a building foundation for the next component which is a field visit to a school/career development setting.

Objectives

1. Prospective counselors will be asked to formulate ideas for the development of a comprehensive K-12 plan.
2. Prospective counselors will receive information on self/career development K-12 plans, current developments, and resources.

3. Prospective counselors will have an opportunity to speak via tele-lecture with a self/career development specialist to learn about the operation of K-12 programs.

4. Prospective counselors will have assignments to complement their studies on K-12 self/career development programs.

Process

This segment of the module could easily take two to four hours. The facilitator may wish to alter parts for adaptation to the makeup of the class. The tele-lectures need to be arranged before the class sessions and be situated in one of the rooms (#4 or #28) which has the special telephone connection. Participants may need some planning time together for their presentations prior to this session. Brief tele-lectures may follow each of the small group presentations.

1. To begin the session, an overview of the segment is presented by the facilitator. Next, the facilitator provides some basic information on needs assessment (Baruth & Robinson, 1987; Walz, Mamarchev, & Frenza, 1983) and how needs assessment contributes to program goal establishment. Then, the facilitator gives an overview lecture on the competencies to be developed by students in the elementary school, middle/junior high school, and the senior high school. Three areas especially will be in focus: self awareness and self knowledge, educational/vocational development, and

career planning and exploration (National Guidelines for Career Guidance Standards, 1987). If time permits, the facilitator may also wish to discuss counselor qualifications and competencies for K-12 counselors.

2. Elementary School Presentation. The participants in the small group will give their presentation on an elementary school self/career development program. They will give information on the goals and objectives of a program, an example of a self/career development activity at each grade level, and questions which they have regarding the establishment and implementation of the program.

   In conjunction with this presentation, the facilitator and small group may wish to include the tele-lecture with a special resource person who works with an elementary school counseling and guidance program. (Please see list of resource persons.)

3. Middle/Junior High School Presentation. The participants in the small group will give their presentation on a middle/junior high school self/career development program. They will follow a format similar to Step 2. Again the facilitator and small group may choose to have a tele-lecture after the presentation. (Please see list of resource persons.)

4. Senior High School Presentation. The participants in the small group will give their presentation on a

senior high school self/career development program. They will use a format similar to Steps 2 and 3.

The facilitator and small group may wish to use a tele-lecture after the presentation. (Please see list of resource persons.)

5. The facilitator will have arranged for a tele-lecture with a resource person. The focus of this tele-lecture will be based on the questions that have been raised by the class and who might be the best person(s) to answer these questions. (Please see list of resource persons or arrange for a person known to the facilitator or the class.)

After this segment is completed, individual students may be invited to return to the resource materials again to seek additional information on selected levels in self/career development programs.

Resources

"National guidelines for career guidance standards: A discussion outline." (1987). National Occupational Information Coordinating Committee, an inter-agency group of the United States Government, pp. 13, 30, & 48. (Additional discussion of the competencies are provided in the guidelines.)

CAREER DEVELOPMENT COMPETENCIES FOR ELEMENTARY SCHOOL STUDENTS

The student will demonstrate --

COMPETENCY I:	Knowledge of the importance of a positive self-concept to career development.
COMPETENCY II:	Skills for interacting with others.
COMPETENCY III:	Awareness of the importance of emotional and physical development on career decision-making.
COMPETENCY IV:	Awareness of the importance of educational achievement to career opportunities.
COMPETENCY V:	Awareness of the relationship of work and learning.
COMPETENCY VI:	Skills for locating and understanding career information.
COMPETENCY VII:	Awareness of the interrelationship of personal responsibility, good work habits, and career opportunities.
COMPETENCY VIII:	Awareness of how careers relate to needs and functions of society.
COMPETENCY IX:	Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.
COMPETENCY X:	Awareness of the interrelationship of careers and life roles.
COMPETENCY XI:	Awareness of different occupations and changing male/female roles.

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CAREER DEVELOPMENT COMPETENCIES FOR MIDDLE/JUNIOR HIGH STUDENTS

The student will demonstrate --

COMPETENCY I:	Knowledge of the influence of a positive self-concept on career development.
COMPETENCY II:	Skills for interacting with others.
COMPETENCY III:	Knowledge of the importance of emotional and physical development on career decision-making.
COMPETENCY IV:	Knowledge of the relationship of educational achievement to career opportunities.
COMPETENCY V:	Understanding of the attitudes necessary for

success in work and learning.

COMPETENCY VI: Skills for locating, using, and understanding career information.

COMPETENCY VII: Knowledge of skills necessary to obtain and maintain a job.

COMPETENCY VIII: Understanding of how careers relate to needs and functions of the economy and society.

COMPETENCY IX: Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

COMPETENCY X: Knowledge of the interrelationship of life roles and careers.

COMPETENCY XI: Understanding of how sex-role stereotyping, bias and discrimination limit career choices, opportunity, and achievement.

COMPETENCY XII: Understanding of the process of career exploration and planning.

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CAREER DEVELOPMENT COMPETENCIES FOR HIGH SCHOOL STUDENTS

The student will demonstrate --

COMPETENCY I: Understanding of the influence of a positive self-concept on career development.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

COMPETENCY III: Understanding of the interrelatedness of emotional and physical development and career decision-making.

COMPETENCY IV: Understanding of the relationship between educational achievement and career planning, training, and placement.

COMPETENCY V: Positive attitudes toward work and learning.

COMPETENCY VI: Skills for locating, evaluating, and interpreting information about career opportunities.

COMPETENCY VII: Skills for preparing, locating, obtaining, maintaining, and advancing in a job.

COMPETENCY VIII:	Understanding of how societal needs and functions influence the nature and structure of work.
COMPETENCY IX:	Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.
COMPETENCY X:	Understanding of the interrelationship of life roles with careers.
COMPETENCY XI:	Understanding of the continuous changes of male/female roles and how this relates to career decisions.
COMPETENCY XII:	Skills in career exploration and planning.

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Special Resource Persons

Dr. John Bayerl
3665 Eli Road
Ann Arbor, MI 48104
Counselor-Ann Arbor Public Schools
Bus: (313) 994-2064

Dr. John Pappas
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Bus.: (313) 270-0086

Special Materials

ASCA Role Statement. (1985). The role of the school counselor in career guidance: Expectations and responsibilities. The School Counselor, 32, 164-168.

Assisting Vocational Development in the Elementary School. (1969). Prepared by the NVGA Commission on Vocational Materials for Elementary Schools. National Vocational Guidance Association. A division of the American Personnel and Guidance Association (Currently the AACD).

Canfield, J., & Wells, H.C. (1976). 100 ways to enhance self-concept in the classroom: A handbook for teachers and parents. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Career Development Assessment Series: Instructional Strategies -- Grades K-6. (1980). Instructional strategies for grades K-3 and grades 4-6 include these topical areas: Self Awareness & Assessment, Career Awareness & Exploration, Decision-Making, and Planning & Placement. Each individual strategy contains the objective, activity, materials/preparation, infusion areas, use with method, and procedures. Office of Career Education, Michigan Department of Education, Box 30009, Lansing, MI 48909.

Career World. An educational magazine published monthly during the school year. It focuses on different careers and is appropriate for grades 5-6. For information, please contact General Learning Corporation, 60 Revere Drive, Northbrook, Illinois 60062. Phone: (312) 564-4070.

Charlie Brown's Career Education Program (1979). This career education set of filmstrips and audiocassettes contains 35 career concept units for Grades K-8. There is a primary series for Grades K-3 with 12 career concept units and two intermediate series with 12 concept units and 11 concept units. The purpose is to provide the school with career materials to help students begin to think about the world in personal terms. For more information, please contact Random House School Division, 400 Hahn Road, Westminister, MD 21157.

Dictionary of Occupational Titles (DOT). (Latest Edition). This document is a product of extensive nationwide research and verification. It contains accurate information on

descriptions, characteristics, duties, and requirements for the majority of occupations in the economy of the United States. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 or Bureau of Labor Statistics, Publications Sales Center, P.O. Box 2145, Chicago, Illinois 60690.

Differential Aptitude Test. (1981). The DAT has eight subtests to assist students in grades 8-12 with vocational and educational directions. The eight subtests are Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage. A Career Planning Questionnaire and a computerized report form which combines the results of the DAT and the Career Planning Questionnaire is also available. The Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204. Phone: (512) 299-1061.

DISCOVER. (1987). The American College Testing Program developed this computerized career guidance and information system. There are packages for the middle school/junior high school and for the senior high school. The DISCOVER packages are updated annually. For more information, please contact Ms. Jeanette Quinn, DISCOVER Center, 230 Schilling Circle, Schilling Plaza South, Hunt Valley, Maryland 21031. Phone: (301) 584-8000.

DUSO D-2 (Developing Understanding of Self and Others). (1973). This kit is designed by Dr. Don Dinkmeyer for children at

the upper-primary and grade four levels, ages seven through ten. DUSO, D-2 is "a program of activities, with an accompanying kit of materials, designed to help children better understand social and emotional behavior." The program is organized around eight major themes representing social-psychological developmental tasks. The themes are self-identity, friendship, responsible interdependence, self-reliance, resourcefulness and purposefulness, competence, emotional stability, and responsible choice making. The kit also contains thirty-three career awareness activities that relate the DUSO themes to career awareness and exploration. DUSO (Revised 1). (1982). It was prepared by D. Dinkmeyer and D. Dinkmeyer, Jr. It is a similar kit with three major themes of developing an understanding of self, developing understanding of others, and developing an understanding of choices. It is especially effective for children in preschool, kindergarten, and early-primary grades. American Guidance Service, Inc., Circle Pines, MN 55014

Frey, D., & Carlock, C.J. (1984). Enhancing self-esteem. Muncie, IN: Accelerated Development Inc.

Gibson, R.L. (1972). Career development in the elementary school. Columbus, OH: Merrill Publishing Company.

Guidance Program Model for Elementary/Middle/Senior High (1979). Prepared by the Department of Guidance and Counseling, Detroit Public Schools. (And there is a supplement which accompanies the Model.)

Gysbers, N.C., Miller, W., & Moore, E.J. (Eds.). (1973). Developing Careers in the elementary school. Columbus, OH: Merrill Publishing Company.

Hamlin, B. (1975) Awareness experiences for school use. Dayton, Ohio: Pflaum Publishing.

Harrington-O'Shay Career Decision-Making System. (1982). This inventory provides scores in six general interest areas and is for use with seventh graders to adults. American Guidance Service, Inc., Circle Pines, MN 55014.

Ideas for Activities. This book was designed for K-12 teachers. It provides activities in the areas of self awareness, career awareness, decision-making, and planning and placement. Office of Career Education, Michigan Department of Education, Box 30009, Lansing, MI 48909.

Kuder General Interest Survey. (Form E). (1976). This inventory is designed for use with sixth to twelfth grade students. It can be used for counseling and vocational interest on 10 scales -- Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. Science Research Associates, Inc., 155 North Wacker Drive, Chicago, Illinois 60606. Phone: (312) 984-7000.

Lawson, J., & Finn, P. (1975). Career education activities for subject area teachers: Grades 1 through 6. The career education activities and instructions are for teachers of social studies, language arts, mathematics, and science. There are resources focusing on teacher objectivity in

career education, liaison with the community, and career education teaching methods. Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138. Phone: (617) 492-7100.

Michigan Occupational Information System (MOIS). MOIS is a career guidance system that offers occupational and related training information of special interest to persons thinking of choosing or changing their occupations in Michigan. It is structured to aid in preparing a profile of interests and preferences in seven categories -- interests, areas of work, physical strengths, physical capabilities, working conditions, education, and temperaments. MOIS offers over 1,600 occupational descriptions. MOIS offers the following files: Postsecondary School Files, Financial Aid File, Apprenticeship File, School Subject File, Postsecondary Program File, and Military Opportunities. Michigan Department of Education, Vocational-Technical Education Service, P.O. Box 30009, Lansing, Michigan 48909. Phone: (517) 373-0815.

Middle School Career Guidance: User's Handbook. (1985). This handbook was developed by the Portland Public Schools Career and Vocational Guidance Project. It is for grades 6, 7 and 8 and designed as a readily available resource for personnel to use while providing a Career Education/Development Program. For information, please contact Portland Public Schools, Project Office - Madison High School, 2735 N.E. 82nd Ave., Portland, Oregon 97220. Phone: (503) 280-5220, Ext. 65.

Miller, M.J. (1988). A client-centered career counseling assessment method. Person-Centered Review, 3(2), 195-212.

Muro, J.J., & Dinkmeyer, D.C. (1977). Counseling in the elementary and middle schools: A pragmatic approach. Dubuque, Iowa: Wm. C. Brown Company Publishers.

Occupational Outlook Handbook. Bulletin 2250. (1986-1987 Edition). Since the late 1940's, this handbook has been a primary source of vocational guidance information. It describes what workers do on each job, the training and education needed for the job, earnings, working conditions, and the expected job prospects for selected occupations. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 or Bureau of Labor Statistics, Publications Sales Center, P.O. Box 2145, Chicago, Illinois 60690.

P-ACT plus. (1987). This test is designed for use with high school sophomores to give them an early start in preparing for educational and vocational directions. The test provides scores in four areas: Writing Skills, Mathematics, Reading, and Science Reasoning. It also contains a Study Skills Assessment and an Interest Inventory. The results from the Interest Inventory are used in four actions steps for exploring career educational paths. American College Testing, 2201 N. Dodge Street, P.O. Box 168, Iowa City, Iowa 52241. Phone: (319) 337-1055.

Pietrofesa, J.J. & Splete, H. (1975). Career development: theory and research. New York: Grune & Stratton.

Professional Development Guidelines For Secondary School Counselors: A Self-Audit. (1986). National Association of College Admission Counselors (NACAC) and the American School Counselor Association (ASCA), 5999 Stevenson Avenue, Alexandria, VA 22304. "A practical self-evaluation guide for secondary school counselors to use in identifying and measuring broad professional principles of good practice, management, and conduct."

Self-Directed Search: A Guide to Educational and Vocational Planning (SDS). (1985). Based on a theory of vocational choice by John Holland, the SDS is a self-administered, self-scored, and self-interpreted vocational interest inventory using Holland's six scales (realistic, social, investigative, artistic, conventional, and enterprizing). The SDS is designed to be used for exploring career directions with anyone between ages 15-70. Participants can use an Occupational Finder which lists 1,156 common occupations in the U.S. The results can also be related to the Dictionary of Occupational Titles. Psychological Assessment Resources, Inc., P.O. Box 98, Odessa, Florida 33556.

Simon, S.B., Howe, L.W., & Kirschenbaum, H. (1972). Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing Co., Inc.

Splete, Howard H. (1982). Planning for a comprehensive career guidance program in the elementary schools. Vocational Guidance Quarterly, 30, 300-307.

Super, D.E. (1984). Career and life development. In D. Brown & L. Brooks (Eds.), Career choice and development (pp. 192-234). San Francisco: Jossey-Bass.

Thayer, L. (1984). On person-centered experiential learning and affective development. In G.L. Jennings (Ed.), Affective learning in industrial arts, The American Council on Industrial Arts Teacher Education Yearbook -- 33rd (pp. 52-103). Bloomington, IL: McKnight Publishers.

Troll Book Sets (1980). These books focus on "A Day in the Life of An -- Emergency Room Nurse" or a Carpenter or a Rock Musician or a ___. These are appropriate for grades 3-5. For information, please write Troll Associates, 320 Rt. 17, Mahwah, NJ 07430.

Walz, G.R., Mamarchev, H.L., & Frenza, M.C. (Ed.). (1983). Resources for guidance program improvement (Volume I). Developed by the U.S. Department of Education and ERIC Counseling and Personnel Services Clearinghouse. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse. The booklet has a videotape to go with it. The booklet is designed to aid in the improvement of guidance services. It contains a program model of the Ann Arbor Public Schools Guidance Services Program as well as other models. Information and resources are provided in three major areas: Guidance Program Components, Educational Planning in Guidance Services, and Life/Career Planning in Guidance Services.

Worksheet #3

A TYPICAL SELF/CAREER DEVELOPMENT ACTIVITY FOR EACH GRADE LEVEL

Grade	Self/Career Activity	Outcome
K, 1		
2		
3		
4		
5	Visiting a neighborhood business	Learning the relationship of school subjects to the operation of the business; understanding that knowledge and skills acquired in school are used on the job. (Assisting Vocational Development in the Elementary School, 1969)
6		
7		
8		
9		
10	P-ACT-plus	
11		
12		

IV. A FIELD VISIT: EXPERIENCING COMPONENTS OF A SELF/CAREER DEVELOPMENT PROGRAM

The major goal of this component is to visit a school setting to gain some hands-on experience with selected aspects of a K-12 program. Prospective counselors will have an opportunity to question the administrator of the program and review briefly current materials which are being used with learners. Counselors will be encouraged to examine the recommended activities at each level/grade to note whether or not these activities complement developmental growing/changing processes of young learners.

Objectives

1. Prospective counselors will have the opportunity to visit a self/career development program setting and meet with the administrator of the program.
2. Prospective counselors will have a chance to examine some of the resource materials available to learners.
3. Prospective counselors will be encouraged to examine resource materials and to discuss with the program administrator the appropriateness of the activities and resources in a developmental/progressive sense for learners.

Process

Prior to the introduction of this segment, the facilitator will need to make arrangements for the field visit with the contact person, Dr. John Bayerl, in the Ann Arbor School District. Since the visit will take approximately two hours, the

facilitator will need to provide directions to Huron High School and establish the meeting time and place.

1. The participants are asked to meet at the Huron High School Career Center. The contact person for this field visit is Dr. John Bayerl, a counselor in the school, who is also a visiting lecturer in the Department of Leadership and Counseling at Eastern Michigan University.
2. The facilitator will arrange with Dr. Bayerl for the participants to have an overview of the Career Center as well as learn how the development of young people is matched with self/career development experiences, how a career center could be established, and what resource materials and people are available to learners.
3. At this point, the participants may ask for the opportunity to view or to see a demonstration of different self/career resource materials such as: MOIS (Michigan Occupational Information System), Harrington-O'Shay Interest Inventory, Differential Aptitude Tests, financial aid materials, videotapes of colleges, a decision-making model, and other resources.
4. If time permits, participants are reconvened with the facilitator and Dr. Bayerl or the Career Center Director to discuss and review experiences at the Career Center.

Resources

The key resource person for this segment is Dr. John Bayerl, a counselor at Huron High School, Ann Arbor, MI. If this field visit cannot be arranged due to time constraints or transportation, the facilitator may wish to invite one or more people to the classroom to provide presentations on self/career development programs. People such as Dr. Bayerl, Ms. Margaret Zonca, and Dr. Diane Perry would be excellent. The facilitator may wish to have the participants visit the Career Planning and Placement Center at Eastern Michigan University to have demonstrations of the MOIS and Discover programs. Mr. Jim Vick, director of the EMU Center, is the key person to contact.

V. THE PERSON IN SELF/CAREER DEVELOPMENT: PERSONALIZING THE PROCESS FOR THE INDIVIDUAL

There can be no forgetting that the person, the learner, is the one for whom the total program is established. It is important to provide time for learners to talk about the many facets of their self/career development as they perceive them. Prospective counselors need to understand how many factors relate to self-development, decision-making, taking risks, and career directions, and how adults both help and hinder these developmental processes in young people. There is a great need for personalizing the exploration, understanding, and decision-making components for each learner. Time must be offered for learners to talk about themselves and their dreams, hopes, and realities. And the facilitators are ones who can and must provide time and a safe psychological climate for learners to use.

Objectives

1. Prospective counselors will be informed about the key components for establishing a safe psychological climate for learners.
2. Prospective counselors will listen to a professional work with a learner who "...needs to find an occupation, a goal to set forth for the rest of his years..." (Case of Mike).
3. Prospective ccunselors will discuss ways in which they can personalize the self/career development process.

Process

This segment will take approximately 60 minutes; however, it may be expanded by the facilitator depending on the length of the lecture and the amount of discussion during the listening to the audiotaped counseling session.

1. The facilitator gives an overview of this segment by informing the participants that after a mini-lecture on the psychological conditions for an effective counseling session (Rogers, 1980), they will be listening to a counseling session which involves a high school person in his search for an occupation or career direction. The facilitator stresses the importance of spending time with learners to listen to them, to try to understand their dilemmas, to facilitate awareness of themselves, and to help them make appropriate directional choices.

2. After the mini-lecture, the facilitator plays the counseling session of the "Case of Mike" (Rogers, 1960). It is recommended that the facilitator stop the recording often to have the participants try to answer the questions which this boy asks the therapist. Lively discussions often occur as the counseling process unfolds. And what appears to be a straightforward session on looking for an occupation turns into a session on family and occupation. They are intertwined. Because the counselor listens and attempts to understand, the boy goes to the heart of the problem.

3. Again, the facilitator stresses the importance of spending time with learners and trying to understand their lives and choices. Often, participants may share examples of their own difficulties and successes in selecting career directions and how people affected and influenced their choices. Participants are asked to relate personal aspects of their own decision-making processes. Participants can also be encouraged to speak of their own development of self-esteem and self-confidence. The discussions can be very exciting.

4. The facilitator may carry the personal discussion on decision-making further and present a mini-lecture on a decision-making model (Gelatt, Varenhorst, & Carey, 1972; Gelatt, Varenhorst, Carey, & Miller, 1973; & Jepsen & Dilley, 1979).

Resources

Gelatt, H.B., Varenhorst, B., & Carey, R. (1972). Deciding. New York: College Entrance Examination Board.

Gelatt, H.B., Varenhorst, B., Carey, R., & Miller, G.P. (1973). Decisions and outcomes. New York: College Entrance Examination Board.

Jepsen, D.A., & Dilley, J.S. (1979). Vocational decision-making models: A review and comparative analysis. In S.G. Weinrach (Ed.), Career counseling: Theoretical and practical perspectives. New York: McGraw-Hill Bock Company, (pp. 188-206).

Rogers, C.R. (1980). A way of being. Boston: Houghton Mifflin Company, pp. 113-136. This chapter focuses on "The foundations of a person-centered approach."

Rogers, C.R. (1960). Case of Mike. Atlanta, GA: American Academy of Psychotherapists.

Materials

The facilitator will need a copy of the audiotape the "Case of Mike" and a cassette tape recorder.

The facilitator may wish to prepare a mini-lecture or a handout on a decision-making model for the participants.

VI. FUTURES: LOOKING INTO THE CRYSTAL BALL

This component provides a time for brainstorming and dialoguing with self/career development specialists to contemplate what the "futures" may hold. It is also a time for discussions on earlier class experiences, resources, people, and what directions seem to be emerging in the field. Emphasis will continue to be placed on maintaining a personalized process for the individual. Some notions of the rapidly changing world of work and the societal context and expectations will be explored with the facilitator experts.

Objectives

1. Prcspective counselors will be asked to put on their special "visionary" glasses as they brainstorm for ideas on "futures" in self/career development.
2. Prospective counselors will have an opportunity to dialogue with specialists in the field who are responding to and initiating changes in the world of work and society with new programs and creative programs.
3. Prospective counselors will be challenged to develop programs that personalize the process for learners as the process is often the lesson remembered.

Process

The time involved in this segment is based on the number of resource people to be contacted. Generally, 60 minutes will give the participants an opportunity to speak with two or three

resource people by telephone. The facilitator makes arrangements for the tele-lectures prior to the class session.

1. The facilitator indicates that this is a time to look into the "futures" of self/career development. Participants are informed that they will have an opportunity to speak with two or three resource people who are aware of developments in the world of work and careers/information processing.
2. The participants are asked to break into several small groups of five-six people each to develop questions which they would like to ask the resource people during the tele-lectures.
3. The facilitator sets up the tele-lecture equipment in Room 4 or 28 of Boone Hall. The group and facilitator have selected people to call from the following list (Addresses and phone numbers are listed in Segment IV of this module.)

Dr. John Pappas - Professor
Eastern Michigan University

Dr. Howard Splete - Professor
Oakland University

Mr. Jim Vick - Director
Career Planning and Placement Center
Eastern Michigan University

Dr. John Waidley - Professor
Eastern Michigan University

Dr. Garry Walz - Director
ERIC Counseling and Personnel Services
Clearinghouse

At this point, the participants call one person at a time and ask the questions which they have prepared about "futures" in career development. The participants may spend approximately twenty minutes on the telephone with each person.

4. The facilitator leads a general discussion on the experiences which the participants have had in this module. Participants are encouraged to note topical areas on which they wish to study more, personal career directions for additional exploration, and other related aspects of self/career development.

5. At this point, the facilitator may encourage the participants to become involved in state and national professional organizations which focus on career development. Dues are less expensive while one has the status of student. The facilitator may also discuss the benefits of becoming a National Certified Career Counselor. Information for this step is provided in the resource part.

Resources

If the facilitator wishes to expand this segment of the module, Mr. Jim Vick may be invited to give a presentation in class on a special evening program for juniors in high school and their parents. The program is called "Preparing to Live and Work in the 21st Century - A Parent's Perspective." This junior parent night has been offered at several high schools in the area.

If the facilitator and the group wished to alter this segment, several resource people could be invited to campus to form a panel for dialogue with the class participants. This approach would be "ideal."

Additional information for Step 5.

American Association for Counseling and Development (AACD)

(Publishes the Journal for Counseling and Development and publishes the newsletter, Guidepost.)

National Career Development Association (NCDA) (a division of AACD and publishes the journal Career Development Quarterly)

For information, please write :

AACD Student Membership
5999 Stevenson avenue
Alexandria, VA 22304
Phone: (703) 823-9800

Michigan Association for Counseling and Development (MACD)

(Publishes the Michigan Journal for Counseling and Development and publishes the newsletter, Quest).

Michigan Career Development Association (MCDA) (a division of MACD and publishes a newsletter, The Scanner)

For information, please write:

MACD Student Membership
P.O. Box 190
St. Johns, MI 48879
Phone: (517) 224-9485

For information on becoming a National Certified Career Counselor, please write:

National Board of Certified Counselors
4th Floor, Suite 400
5999 Stevenson Avenue
Alexandria, VA 22304
Phone: (703) 461-6222